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ABSTRACT

Some general planning information for Latin language courses includes tips on (1) coverage in the textbook; (2) supplementing the textbook; and (3) combined or multi-level classes, which includes independent study, special interest courses, rotating levels and split-period approaches. Some specific considerations are given for the text "First Year Latin," by Jenney, Scudder, and Baade. The teaching materials included in this guide are designed to offer help to the classroom Latin teacher by: (1) making a series of suggestions for each chapter to provide some options to be considered by the teacher in planning for instruction; (2) providing some ready-made materials for the Latin teacher who has multiple daily preparations; and (3) presenting teachers with some ideas that may get their own ideas flowing. These learning aids are intended to be used as overhead transparencies and can either be traced onto acetate or can be sent through a photocopy process to make permanent transparencies. (NCR)

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LATIN EDUCATION:

Materials Designed for Classroom Use
and as Models for Latin Teachers

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Adapting the Textbook #1a

Charles Jenney, Jr., Rogers V. Scudder, and Eric C. Baade
FIRST YEAR LATIN
(Boston: Allyn and Bacon, Inc., 1975)

FL00 9804

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Lorraine A. Strasheim

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SOME GENERAL PLANNING INFORMATION

I. "Coverage" of the Textbook

Whenever the subject of textbooks arises--in any and all of the foreign languages--the common lament is, as Helen Warriner has said, that "there is too much between the covers to cover." This means that the teacher must deliberately block instruction rather than merely teaching to wherever s/he may be when the semester and/or the year runs out. Experience has shown that most teachers manage to teach two-thirds to three-quarters of the book for mastery, but the goal in "coverage" should be set before the course begins.

In blocking instruction, the teacher must keep in mind that as the textbook progresses each lesson becomes more complex, tending to take more time to teach and more to learn. Whatever the teaching approach, there should be a tentative planning outline setting forth the amount of the textbook content to be handled in (a) the year, (b) each semester, and (c) each grading period.

II. "Supplementing" the Textbook

Every teacher wants an outlet for his or her creative energies, a chance to "make the course his or hers," and/or an opportunity to share with students his or her favorite things in the language or in the culture, but when dealing with already "overwritten" textbooks, teachers must remember:

1. To focus, as much as is humanly possible, on what is already in the textbook, branching off from and enriching that content whenever and wherever possible, not adding random, unrelated items which bring with them added vocabulary burdens;

2. To "subtract" when adding new materials, replacing some facet of the textbook's presentation--and pointing out to students what is being done and why; and

3. To keep a consistent thrust in the instruction, not "zigzagging" from mythology to political science to legendary history to architecture to literature in a meaningless or confusing "hodgepodge" which the student cannot sort out.

Students do not understand why they are asked to buy or rent a textbook which is not used to the fullest extent possible, coming to resent teacher-made materials as the reason why they are not "finishing" the book. Teachers must learn to supplement responsibly; the "rule of thumb" for the first year's use of a new book calls for sparing use of supplements related to the text's content.

III. "Combined" or Multi-Level Classes

For a variety of reasons, but primarily due to low Latin enrollments, two or more years of Latin may be taught in one room in the same class period. The following strategies may be of some help to teachers who are confronted with this challenge.

A. Independent Study

Independent study experiences can be offered when there are only a few students enrolled for a course. In this case there must be a mutual understanding on the part of the teacher, the student(s), and the administration as to: (1) the objectives for the course; (2) the activities which lead to attaining the objectives defined; and (3) the ways in which evaluation is to take place and grades given.

Because students so frequently need more structure than that provided by a textbook, teachers may find it useful to use the kinds of checklists suggested by Renée S. Disick in her superb book Individualizing Language Instruction: Strategies and Methods.

This first example is of a "short form" checklist with specific activities designed around a grammar topic.

Objective: Show that you can use the new grammar orally and in writing.

1. Grammar explanation pp. _____, or see teacher in class, or use cassette #___ or tape #___.

_____ 2. Take the oral test on the pattern, pages _____.
_____ 3. Practice the questions and answers at least twice and sign up for the oral test.
_____ 4. Do the pretest exercise, page ____. Check it yourself and have ...the teacher sign this step.
_____ 5. Take the written text up to 3 times; 8 items; 2 errors allowed.

> Communication Assignment: Use five different examples of the new grammar in a composition of 50-75 words. Remember to skip lines to allow room for teacher correction. Pass: Comprehensible; no more than one error on new grammar.[1]

While Latin teachers would have to devise their own checklist activities, to meet their goals and objectives, this is a viable way of providing the structure some students need.

The second type of checklist paces the student by setting time lines whether s/he is assigned to work in a specific class period or merely reports when necessary.

Points	Assignment	Last Day Accepted In Class	Last Day Corrected Work Accepted	Point Total
5	Oral Test: Useful Expressions	Fri., Sept. 14	Wed., Sept 16	
5	Oral Present (Review)	Thurs., Sept. 20	Fri., Oct. 5	
5	Written Present (Review)	" " "	" " "	
5	Required Theme	" " "	" " "[2]	

The Disick book, with its sample guides for every facet of foreign-language study, is a "must" for the teacher of combined or multi-level classes.

B. Special-Interest Courses

R. Marshall Brannon and David E. Cox, in their article "Coping with Real Problems in the Secondary Schools" in Volume 8 of The ACTFL Foreign Language Education Series, suggest that one may group two or three levels in a "special-interest" class, saying:

> Although the content is basically the same in this type of course, the objectives and expectations of student participation and performance vary according to each level.[3]

They cite a one-semester course, French Drama, at Walt Whitman High School in Baltimore, Maryland as an example of this type of course.

C. Rotating Levels

Brannon and Cox point out that Latin teachers have long offered courses on a rotating basis involving the third and fourth years which are primarily reading courses. This approach might call for offering Cicero to both the third- and fourth-year classes one year and another author or a survey course in alternate years.

D. Split-Period Approaches

The most common way of handling the combined class, especially where the first and/or second years are involved, is to work with one group for half the period while the other reads, studies some specific assignment, or completes some written work to be handed in at the end of that time. Brannon and Cox describe the approach of Marjory D. Schell, who allotts the time spent with each level according to what is being taught.

> Instead of dividing his time equally during each class period, the teacher may work two days with one level and three days with the other, reversing the procedure during alternate weeks. Each class may be assigned meaningful long-range projects on which they work while the teacher is meeting with the other class, and both groups are brought together at regular intervals to share the results.[4]

These same authors quote a letter from Dr. Beverly Enwall, then the State Consultant in Modern Languages in South Carolina. She encourages as much variety in the use of class time as possible by:

1. Allowing each level to work separately during portions of all or some class periods.

2. Having the higher-level group make occasional presentations to the lower-level or assist the lower-level students on a one-to-one basis.

3. Leading both classes in the same activity but requiring different levels of responses.

4. Encouraging both groups to work together in a new activity from time to time.[5]

References

1. Renée S. Disick. Individualizing Language Instruction: Strategies and Methods. (New York: Harcourt Brace Jovanovich, Inc., 1975), page 205.

2. Ibid., page 229 (slightly altered from the original.

3. R. Marshall Brannon and David E. Cox. "Coping with Real Problems in the Secondary Schools." 151-199 in Gilbert A. Jarvis, editor, An Integrative Approach to Foreign Language Teaching: Choosing Among the Options. The ACTFL Foreign Language Education Series, Volume 8. (Skokie, Illinois: The National Textbook Company, 1976), page 163.

4. Ibid., page 162.

5. Ibid.

SOME SPECIFIC CONSIDERATIONS OF FIRST YEAR LATIN

Today's public-high-school student, not to mention the junior-high or middle-school student, is not prepared to grapple with either the quantity of material presented in each chapter of First Year Latin or the terseness and brevity of the explanations. A look at the first three chapters of the textbook--for the student who has, in all probability, never learned a second language before--will clarify the problem.

Chapter 1, pages 3-7: The First Declension; The Nominative Case

Forms: The First Declension
Syntax: The Vocative Case
The Nominative Case: Subject
Predicate Nominative
Vocabulary: 18 items
Word Study
Drill: Decline each noun in the vocabulary, accenting the correct syllable.
Exercises: Pronounce, give case and number, and translate.
Translate, giving case and number.
Reading Lesson: "The Province of Gaul"

Chapter 2, pages 8-12: The Present Tense; Agreement of Verbs; The Direct Object

Forms: Verbs: Personal Endings
The First Conjugation Present Tense
Syntax: Translation of Present Tense Verbs
Agreement of Verb and Subject
Direct Object
Vocabulary: 15 items
Word Study
Drill: Pronounce and translate (Latin verb forms)
Translate (English verb forms)
Exercises: Give case and use of each noun and translate
Translate (short English sentences into Latin)
Reading Lesson: "The Poet and the Famer"

Chapter 3, pages 13-17: The Conjugation of Sum; The Uses of Sum; The Ablative of Place Where; Questions

Forms: Present Tense of Verb Sum
Syntax: The Uses of Sum
The Ablative of Place Where
Questions with -ne
Vocabulary: 14 items
Exercises: Read the Latin (short sentences) and translate
Translate (short English sentences into Latin)
Reading Lesson: "A Sailor in Italy"

The number of concepts--and items--to be mastered is enormous! And with so many separate items to be remembered, the student is apt to become extremely frustrated at a very early stage of the course, even though the initial novelty of the language may be interesting at the outset. The teacher's first task is to pace the instruction slowly enough so that the great majority of students have time to assimilate and master the material but not so slowly that they will lose interest.

Student motivation may be problematic, for the chapter headings, all indicating the grammar and syntactic facets to be learned, will not be an incentive for the student to move along. The readings, too, have a content that may cause the student to wonder why they are thought worth his or her time. Even the illustrations, while plentiful, are not of great interest; for example:

Chapter 1 Bacchus riding on his tiger
Roman city, Timgad in Algeria (Aerial View)
Design of an Atrium House

Chapter 2 House of the Tragic Poet in Pompeii
Roof for the Collection of Water into the Atrium

Chapter 3 Ostian Apartment House
Street in Trajan's Market
Bed, Poppaeus Family in Pompeii
Folding Altar
Combination Space Heater, Water Heater, and Food Warmer

The whole needs the addition of the essence of the ancient Romans as people--their vitality, their zest for life, their color. To a teenager all of the printed text--and most of the illustrations--will seem cold and dead unless the teacher can put a little "pizzazz" into the class periods.

There are two essential problems confronting the teacher who is preparing to use First Year Latin: (1) presenting the learning in "digestible chunks", and (2) providing the student with motivation to want to learn more of this language and this people. The problems become more acute in the light of the fact that Latin teachers have been recruiting from an ever wider range of abilities in order to obtain the numbers necessary to permit offering the courses. With the severe enrollment problems in Latin education today, teachers hardly need to be reminded of a point John H. D'Arms has made:

> ...In the Rome of Nero's day Petronius had a teacher make an observation which has a strikingly contemporaneous ring: "A teacher is like a fisherman; unless he baits his hook with what attracts the fish, he will sit the day out on his rock without a bite."*

It is time for Latin teachers to use their classical educations as well as to perpetuate them.

* John H. D'Arms. "The Banality of Relevance." Change Magazine, Volume 6, Number 3 (April 1974), page 39.

AT LAST! A NOTE ABOUT THESE MATERIALS

These materials are not lesson plans as such, for no one can really plan for anyone else--even a trained substitute. What these materials are designed to do is offer help to the classroom Latin teacher by:

1. Making a series of suggestions for each chapter to provide some options to be considered by the teacher as s/he plans for instruction;

2. Providing some "readymade" materials for the Latin teacher who, more often than not, has multiple daily preparations; and/or

3. Presenting the teacher with some ideas that may get his or her own creative juices flowing.

The various learning helps intended to be used as overhead transparencies can either be traced onto acetate using the A-V pens designed for this purpose or be sent through a Thermofax or photocopy process to make permanent transparencies. Teachers lacking these capabilities can use an opaque projector, tracing onto postercard "tacked" to the wall and thus make easily visible posters for "teaching" bulletin boards.

The materials intended for the student can be replicated (without retyping, tracing, and the like) by making photocopies or an electric ditto master. In very small classes, one or two "shared" or classroom copies might suffice.

These suggested strategies have been developed for the first four chapters preceding the first textbook Review.

Chapter 1
The First Declension; The Nominative Case

I. Pronunciation

Few teachers seem to realize the great extent to which First Year Latin stresses pronunciation. A great deal of time, especially during the first two weeks, should be devoted to intensive oral drill. See "CAVEAT's to the Latin Teacher Introducing Pronunciation" which follows.

Also see "The Latin Vowels" and "An Accent Drill." These may be made into overhead transparencies or posters, or put on the board for several days to provide students with help and "memory jogs."

II. Grammar and Syntax

Although the entire first declension is presented--and drilled--the lesson focuses only on the nominative case and its functions as subject and predicate nominative. The entire declension cannot be ignored, for the book is in the student's hands, but the teacher can direct attention to the elements being drilled by using something like the "Focus on Grammar" which follows. This, too, can be used as a transparency, a poster, or a blackboard chart. "Setting out" the nominative case in color would be an aid to student learning.

III. Roman Civilization and Culture

The idea content of this chapter is (a) terse, (b) "technical," and/or (c) of questionnable interest to teenagers. The teacher who really uses a textbook successfully learns to "take off" on what is there rather than bringing in wholly new content, especially since the vocabulary "burden" of this lesson is already very heavy. Since puella is introduced, the teacher might enrich the lesson by using the Puella Romana and Domus Privata culture readings which follow as assigned handouts and discussion topics. In the instance of Domus Privata, the students should be told that they are not responsible for the Latin, all defined in context, except as a pronunciation exercise.

CAVEAT's to the Latin Teacher Introducing Pronunciation

1. Do not introduce all the rules there are regarding vowels, dipthongs, consonants, syllabification, and accent at one time. "Zero in" on a specific area and drill it intensively; review it thoroughly the next day and introduce a new aspect. Frequent short practices will do more to develop the student's pronunciation than one long intensive one ever will. If the book marks accents at the outset, delay the introduction of syllabification and accent until it is necessary. The student's major source of help--introductory, drill, reinforcement, and review is YOUR modeling.

2. Watch your own pronunciation carefully, making certain that:

   a. You make a clear distinction between long and short vowels;
   b. You are accenting properly, for teachers fall into the habit of stressing word endings;
   c. You are not speaking Latin at an extremely slow rate or with an exaggerated sentence intonation; and
   d. You take the steps necessary--marking in the accents in your text, and the like--to help you do the best job possible.

3. Model each and every "piece" of Latin taught--once while students listen and once while they repeat--either as an introductory or concluding phase of the lesson.

4. Grade pronunciation, not just at the beginning of the course but at least once during each grading period for the first two years.

5. Use Latin directions for the activities you perform daily or every other day or so in the classroom.

The Latin Vowels

ā = a in father	ā́ra, māter,	Martha
a = u in up	agrícola, pa'ter	ā a
ē = e in they	cēdo, sedḗre	lateness
e = e in pet	sed, elephan'tus	ē e
ī = i in police	cīvis, lī́ber	seasick
i = i in pit	circus, li'ber	ī i
ō = o in over	ōs, orī́gō	phonograph
o = o in off	os, pópulus	ō o
ū = u in rude	lū́dus. nū́dus	two-footed
u = u in put	pu'er, numerus	ū u

An Accent Drill

Nominative	múlier	mulíerēs
Genitive	mulíeris	mulíerum
Dative	mulíerī	mulíeribus
Accusative	mulíerem	mulíerēs
Ablative	mulíere	mulíeribus

FOCUS ON GRAMMAR

Nominative	puella	puellae	prōvincia	prōvinciae

Subject: Puella est in silvā. The girl is in the forest.
Puellae sunt in silvā. The girls are in the forest.

Predicate Nominative: Gallia est prōvincia. Gaul is a province.
Hispania et Gallia sunt prōvinciae.
Spain and Gaul are provinces.

Genitive	puellae	puellārum	prōvinciae	prōvinciārum.
Dative	puellae	puellīs	prōvinciae	prōvinciīs
Accusative	puellam	puellās	prōvinciam	prōvinciās
Ablative	puellā	puellīs	prōvinciā	prōvinciīs

PUELLA RŌMĀNA
A Roman Girl

This is a Roman girl named Iūlia. Iūlia, like all Roman girls and boys--indeed men and women--wore a tunic, a garment which rather resembled our T-shirts. The tunics were loose-fitting and belted at the waist. Girls wore longer tunics than boys did. Both girls and boys "knew" from their earliest days that trousers were something only barbarians (non-Romans) wore.

Iūlia learned to read, write, and handle basic math from her mother. Although her brothers went to a school when they were seven, Iūlia's education was all at her mother's side.

Roman girls, like Iūlia, had short formal educations because they married young. The Roman girl had to learn home management as her primary preparation for adult life. Her "lessons" included spinning, weaving, sewing, the handling of slaves, the planning of meals, and the like. When Iūlia was between fourteen and seventeen, her parents arranged her marriage with a suitable young man. Iūlia might not even meet her husband-to-be until the formal betrothal. The betrothal ceremony called for Iūlia's father to promise her hand in marriage to the groom or to the head of his house who had asked for the girl in marriage for him. At this time the engaged couple exchanged gifts--often rings. These rings were worn on the third finger of the left hand, for there was a belief that a nerve ran directly from this finger to the heart. Iūlia--at your age--was either about to be married or had already assumed her responsibilities as a wife.

Although the Roman woman was not a citizen and her rights depended upon her husband or her father, Iūlia found her life a good one and she believed absolutely in the "rightness" of Roman practices and in the Roman government and Roman ideals.

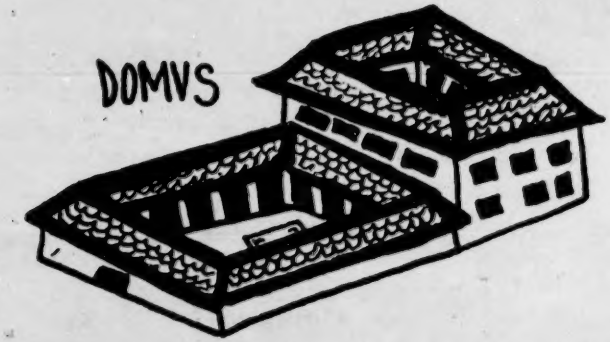
DOMUS PRĪVĀTA
The Roman Private Home

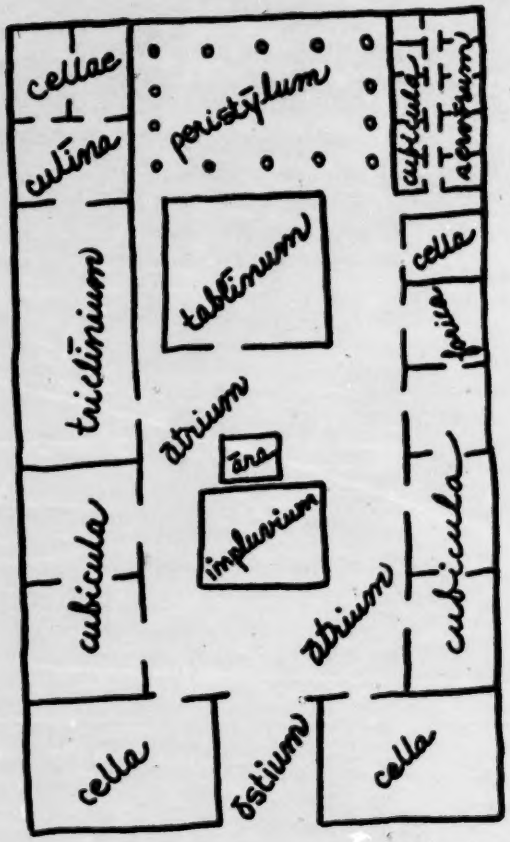
The domus privata housed a Roman familia, a tribal family with a pater (father) or avus (grandfather) at the head. The familia consisted of the parents and children and the slaves they owned; often the grandparents and/or the unmarried aunts were also part of the family unit. Familia is best understood as "household".

One entered the domus through the ōstium or entrance way. Often the ostium was guarded by a watchdog or a slave doorkeeper, the janitor. Sometimes the only "protection" was a mosaic floor with the admonition Cave canem! (Beware of the dog!) in the tiles. Often the tiles inside the ostium contained a friendlier message, Have! (Welcome!)

The ōstium opened into the ātrium, a large central court, often decorated with statues which stood along the walls. Atrium literally means "black room" and, although it was rich in wall murals, frequently on mythological themes, the domus was basically airless and dark. The windows were very small and the only other light entered through the small opening in the atrium roof. This opening in ancient Roman huts existed to carry out smoke; in the domus its function was to admit light and to permit the collection of rainwater in the impluvium, a small square pool in the center of the atrium. The āra, an altar at which the family gods were honored, also stood in the atrium.

The rooms to either side of the ōstium were usually cellae or storerooms. All kinds of provisions, supplies, and materials were kept in the cellae. Some cellae were also various kinds of workrooms.





At the end of the ātrium, opposite the ōstium, was the tablīnum. The important records and treasured objects of the family were kept in the tablīnum. Frequently the tablīnum contained a safe or a metal chest bolted to the floor for the safekeeping of money and valuables. The tablīnum was also used as a reception room.

On either side of the ātrium were the cubicula, the bedrooms for the members of the family. (This arrangement would permit some cooling effects from the impluvium; Italian buildings today still use fountains for this purpose.) Each cubiculum was small, containing only a bed and a chair or stool. It was lighted by a single, tiny window. Since the Romans used their cubicula only for sleeping, the appointments were spare and simple.

The triclīnium also opened off the ātrium. The triclīnium was the dining room. In it were the couches upon which the Romans reclined to eat. Next to, or close to, the triclinium was the kitchen, the culīna, in which slaves prepared the family meals. Close to the culīna were additional cellae which served as cupboards and pantries.

At the far end of the house was the peristylum, an open area surrounded by columns. Although the peristylum had no roof, it was a shaded room usually decorated with plants, flowers, and small ornamental shrubs and trees. It provided a pleasant garden-like atmosphere for strolling, chatting, and just resting. Off the peristylum were the houseslaves' quarters, the cubicula servorum. The cubicula servorum were extremely small, for slaves were not given much "time off."

The forica was a latrine, for the domus frequently had both running water and sewage facilities. The forica was a kind of marble replica of the oldfashioned "outhouse," often decorated with vases or small art objects in niches in the walls.

Although patricians (noblemen) and plebeians (ordinary people) alike lived in the īnsulae (apartment houses or tenements)--as dictated by their financial resources--only patricians and the very wealthy could afford the domus. This fact is proved by the estimate that there were about 1,800 domus in Rome in the first century A.D. as opposed to roughly 47,000 insulae.

1. What is a "tribal" family? Are American families today by and large tribal families?
2. What are all the possible parts of the familia Romana?
3. What might you see first upon coming through the ostium?
4. What rooms in our homes serve the same functions as the ātrium?
5. Do any of our homes have anything comparable to the ara?
6. How do most American bedrooms compare with the Roman cubicula?
7. Do we have anything like the tablinum? Where do we keep records and important documents today?

Chapter 2
The Present Tense; Agreement of Verbs; The Direct Object

I. Grammar and Syntax

The direct object requires much more attention than it receives in this lesson. Teachers may again want to use a "Focus on Grammar" chart (following); this chart has the advantage of "keying" to what has gone before--what is already familiar. The word Romani should pose no problem; if there is a question, a response such as "That's the masculine plural which we'll be studying in lesson four" should suffice.

Teachers might find it useful to prepare substitution drills for practicing the subject and direct object--and pronunciation.

T. Agricola puellam amat. Nauta	Feminam specto. puella
S. Nauta puellam amat.	Puellam specto.
T. Nauta puellam amat. Feminae	Puellam specto. agricolae
S. Feminae puellam amant.	Agricolas specto.
etc.	etc.

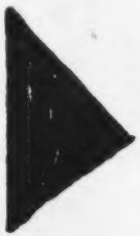
These drills can be conducted orally as a choral practice. The teacher's repetition of the response provides either reinforcement or correction. If correction is indicated, do not discuss at length, comment, have students repeat the correct response, and continue the drill.

II. Roman Culture and Civilization

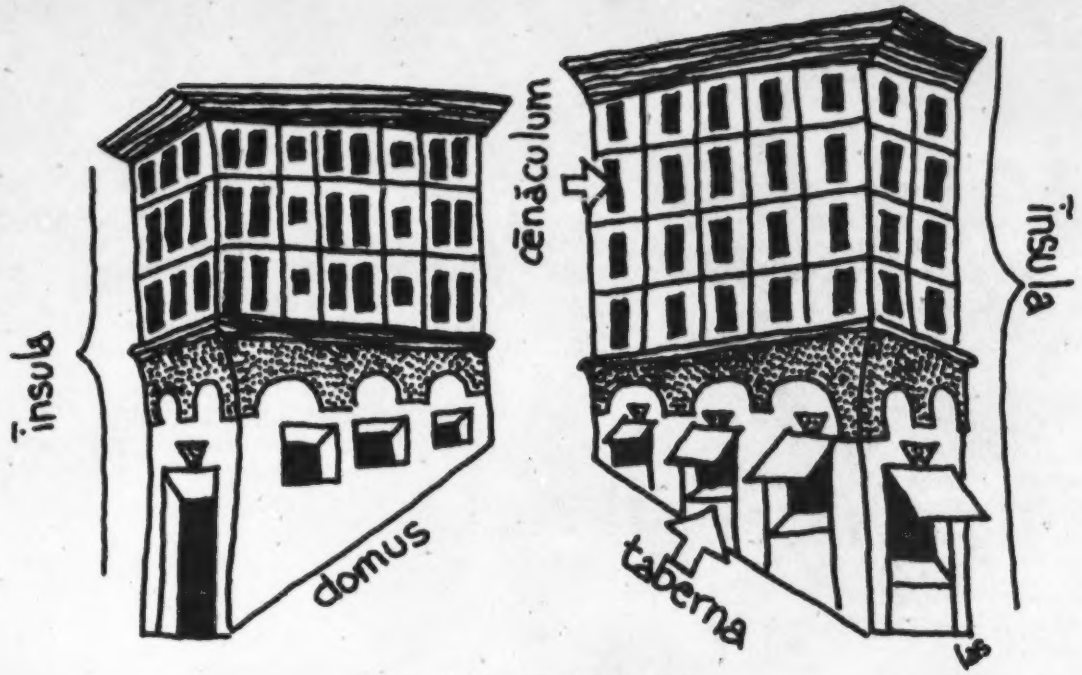
Because the text continues to illustrate Roman housing, this might be a good time to try to pique the student's imagination with the handout "Life in Downtown Rome" (following) as an assignment. It should be stressed that this is "Latin Literature in Translation"--what the Romans had to say about themselves.

Focus on Grammar

Nominative	puella	puellae	prōvincia	prōvinciae
Genitive	puellae	puellārum	prōvinciae	prōvinciārum
Dative	puellae	puellīs	prōvinciae	prōvinciīs
Accusative	puellam	puellās	prōvinciam	prōvinciās.
Ablative	puellā	puellīs	prōvinciā	prōvinciīs



Direct Object: Agricola puellam laudat.
The farmer praises the girl.
Agricola puellās laudat.
The farmer praises the girls.
Rōmānī prōvinciam occupant.
The Romans are capturing the province.
Rōmānī prōvinciās occupant.
The Romans are capturing the provinces.



LIFE IN "DOWNTOWN" ROME

Apartment Living

My lodgings are right over the public baths. Imagine all the different noises I have to listen to--loud enough to make me hate my own ears! For instance, when the muscle-man is exercising with the barbells, either working hard or putting on a good act, I can hear every grunt, and the asthmatic panting when he lets his breath out. Then there's the idler who drops in for a massage at popular prices. I can hear the slap of the masseur's hand on his shoulders; I can even tell from the sound whether the hand's cupped or flat! And then the resident pro shouting the latest score of the ballgame; that's all I needed. And top of this, some drunk or pickpocket being hauled off by the police; the man who likes to sing in his bath; the bathers who hit the water with an almighty splash . . . and then the cries of "Cakes for sale!" (several varieties); "Hot sausages!" "Get your candy here!" Every kind of vendor you can think of, hawking his wares with his own distinctive sing-song.

Seneca, Letters 56, 1-2.
Tr. Peter D. Arnott

Morning

At dawn schoolmasters yak and clamor,
Bakers bang pans, coppersmiths hammer,
And all this din goes on all day
If not all night. Across the way
The money changer's killing time
By rattling every phony dime
In his tin coin box, and the sound
Competes against the thud and pound
As the gold-beaters grunt and groan
Banging their mallets on the stone.
Bellona's madmen rant and riot,
No voice, it seems is low and quiet;
A gabby sailor, with his trunk
All bandaged up, is howling drunk,
And there's a wheedling, cadging Jew
Whining as Mama taught him to.
While, bleary-eyed, the hucksters wail,
"Sulphur for sale! Sulphur for sale!"
Perhaps a better man than I
Can count the items, specify
How many rapes my sleep endures
In this metropolis of yours.

Martial XII.xxvii
(Abridged)
Tr. Rolfe Humphries

Night

What horrors can a desert island hold
Worse than this city, where each second brings
New risk to life and limb--a house on fire,
A wall collapsing? . . .
Consider Rome by night. Death comes in strange
And diverse ways. They toss their broken china
Out of the penthouse windows, fit to crack
My skull, or the pavement. Going out to dinner?
Made your will, I hope? No? You're an idiot,
Or else an optimist. Every open window
Is a death trap, when you walk the streets
at night.

Juvenal, Satires III.
6-9, 268-75.
Tr. Peter Arnott

IV. Neighborliness

Novius lives next door, and I can almost
Reach my hand and touch him from my window.
Who'd not envy me, not think me lucky
All the time, with such a boon companion
Living so close by for my enjoyment?
Yet he seems as far from me as Terence
On the river Nile, lord of Syrene.
I can't dine with him, I never see him,
Never even hear him. In the city
No one seems as near and far as he does.
One of us will have to be moving.
If you never want a glimpse of Novius,
You should be his neighbor, or his roommate.

Martial I.lxxxvi
Tr. Rolfe Humphries

Chapter 3
The Conjugation of Sum; The Uses of Sum; The Ablative of Place Where; Questions

I. Grammar and Syntax

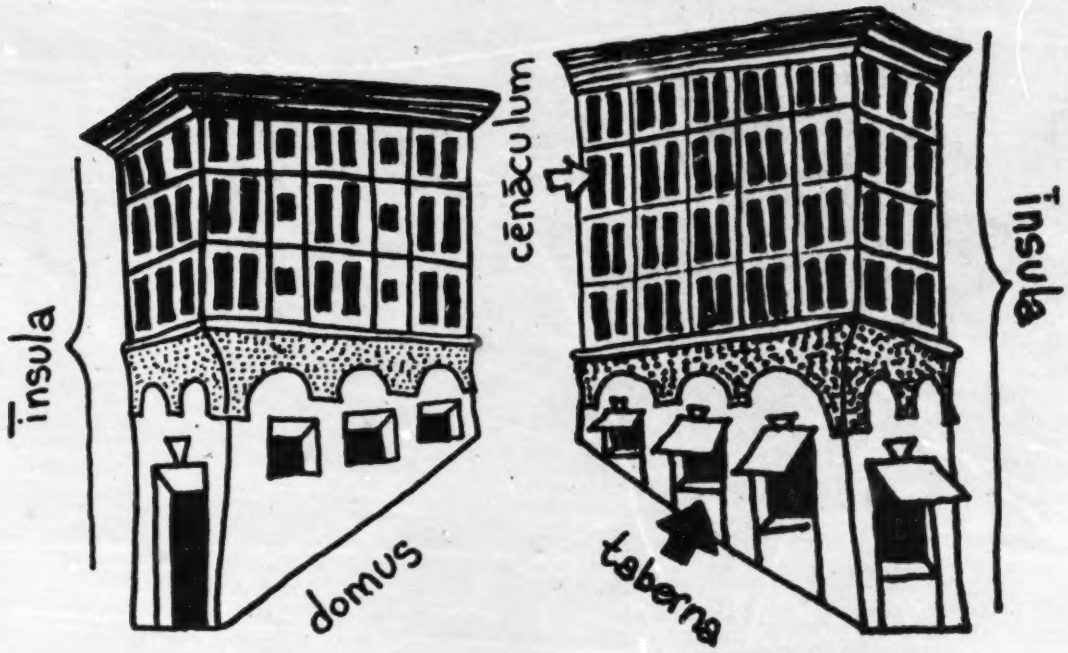
Once questions have been introduced, review the readings in chapters one and two, conducting (or having the students conduct) question-answer drills, for this type of practice provides some of the most effective reinforcement possible.

II. Roman Civilization and Culture

Since the vocabulary for this lesson includes geographic items, as have the past two vocabularies, this would be a good time, even if some names have to be added, to conduct some map drills. In addition to helping students acquire some of the knowledge of ancient geography they need, a map drill, calling for students to move to a wall map, for example, can provide adolescents with the movement they need at intervals. Without some physical activity, they find it difficult to pay attention and concentrate.

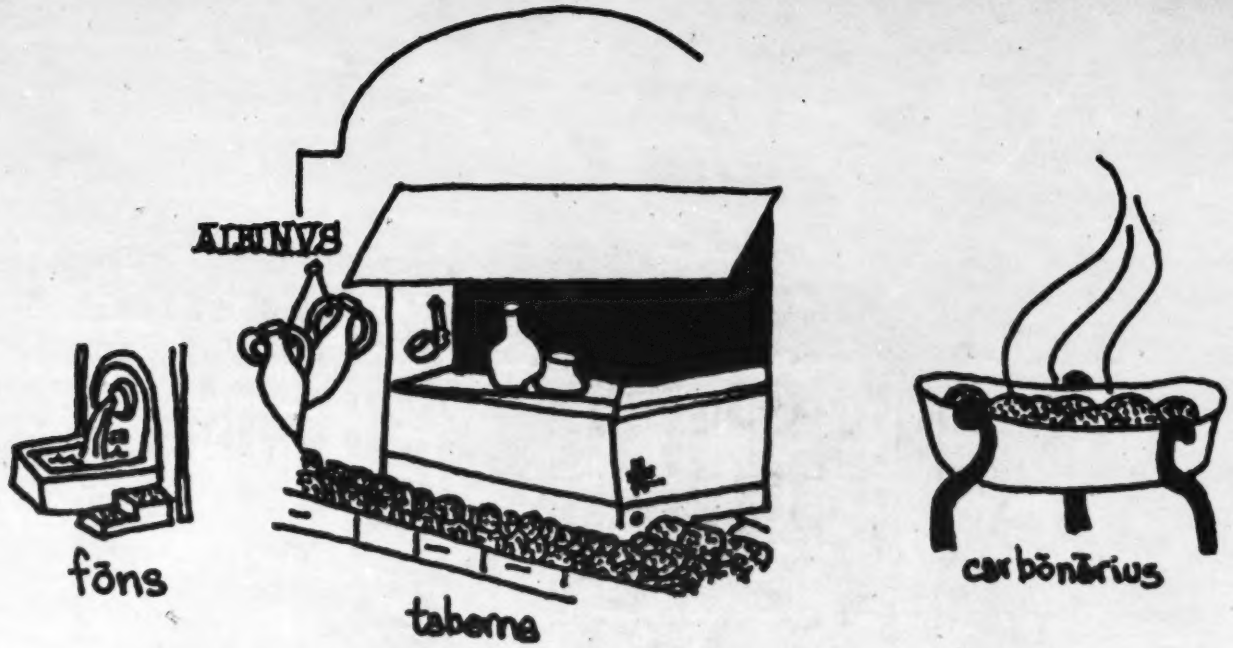
The lesson's illustrations of Ostian apartment houses makes the culture capsule Insula an appropriate assignment here. The students can discuss or write their responses to the questions, or the questions may be used as a "pop" quiz. Again, although the students are taught to pronounce the Latin occurring in the culture capsule, they should not really be held responsible for it.

I N S V L A
The Roman Apartment House



The Roman īnsula was a four- to six-story wooden frame apartment or tenement building. The great majority of the ancient Romans lived in the literally thousands of insulae which lined the narrow streets of the city. The insulae were frequently poorly constructed of flimsy materials. There were two dangers involved in living in an insula--building collapse and fire.

The ground floor of each īnsula was made either into a townhouse or domus, a single family dwelling for the wealthier Roman, renting at well over a thousand dollars a month, or was divided into many small shops or tabernae. Each taberna opened into the street by a large doorway extending the full width of the shop. Each doorway represented some merchant's storehouse, some artisan's workshop, or some retailer's counter. At night folding wooden doors, valvae, were drawn across the threshhold and securely locked and



bolted.

The upper floors were divided into apartments, cenācula. Each cenāculum, regardless of the size of the family, consisted of one room. The cenāculum received its light and its ventilation from its one window which either faced the street or an inner court. When the window was covered by wooden shutters, the cold and the rain were kept out but so was the light; when the window was covered by cloth or skins, light was admitted but so were the cold and the rain. And there was no heat in the īnsula, for even in the private homes and baths which had central heating, only a small part of the building was heated. There were no fireplaces and no ventilation shafts. Whatever heat was provided came from small braziers, carbonārii. The carbonārius, with a bowl roughly a foot in diameter, was a charcoal burner.

The inhabitant of the cenāculum had to carry water for his needs to his apartment from the street fountains, the fontes. The fontes were located throughout the city, filled by reservoirs supplied in turn by gigantic aqueducts which carried millions of gallons of water into Rome daily. Some better quality īnsulae supplied slaves to provide water to the tenants. In addition, the lack of piped-in water meant that there were no indoor toilet facilities. Thus the cenāculum dweller had to use public latrines which often involved a very small cost. For these accommodations, the Roman who lived in a cenāculum paid $80 to $100 a year.

Both patricians (noblemen) and plebeians (ordinary people) lived in the insulae, for such living quarters were demanded by their financial resources. Only the very wealthy could afford private or single-dwelling homes in ancient Rome. It has been estimated that in the first century A.D. there were about 1,800 domus (private homes) in the city as opposed to roughly 47,000 insulae.

1. What were the possible parts of the insula?
2. What expensive counterpart do we have to the groundfloor domus?
3. Why are we more inclined to translate insula as "tenement" rather than "apartment house"?
4. What does the $80 to $100 rent a year for the cenaculum tell us about the material worth of most Romans? (In comparison, for example, with the $1,000 monthly rent for the groundfloor domus?)
5. What speculation can we make as to Rome's population from this information?
6. What had to be the attitude of the cenaculum dweller toward the Roman who lived in the groundfloor domus?

Chapter 4

The Second Declension; The Genitive of Possession

I. Grammar and Syntax

The teacher may find it helpful to prepare "Focus on Grammar" charts similar to the two illustrated for the nominative (subject and predicate nominative) and the accusative (direct object) of at least two second declension nouns--puer and filius perhaps. Then there should be another chart prepared for the genitive (of each or together) with two or three examples of both the singular and plural, for these forms have no meaning except in sentence contexts.

II. Roman Civilization and Culture

Because puer is a vocabulary item, and because students identify with people rather than things, the Puer Romanus culture reading (following) would be useful here. We all have to learn to use our supplementary materials as they are appropriate to the text we have adopted.

The important issue of slavery in the ancient world is raised by the inclusion of servus in the vocabulary and should be discussed honestly and realistically, making the following points:

A. Ancient peoples accepted slavery as an outcome of conquering;
B. While Romans stressed the good treatment of slaves, there were both kind and cruel masters--as there are contrasts in every group of humans;
C. The Romans had a variety of processes by which slaves could become free; and
D. There were slaves for every income, for they were the "tools" or "appliances" of the ancient world.

The handout TMQF (following) may be useful in that it is again the Romans' own words about their own lives.

PUER ROMANUS
A Roman Boy

This is a Roman boy. His name, a common one among the ancient Romans, is Marcus.

Marcus' training from his parents stressed reverence for the gods, respect for the law, unquestioning and instant obedience to authority, truthfulness, and self-reliance. Roman children learned much from constant association with their parents--the characteristic feature of Roman home training. The Roman parent was a conscientious model for his child.

Until Marcus was seven years old, he and his sister had lessons from their mother, who taught them to speak Latin correctly, elementary reading, writing, and mathematics. One of the lessons Marcus learned follows.

The origin of Roman numerals was thus: I was simply a vertical line representing a single finger upheld. II and III indicate two and three fingers. V denotes the opening between the thumb and all of the five fingers of one hand. Four can be writtn IIII, representing the four fingers held up, or IV, simply meaning one less than five. Whenever four appears it can be written as VIIII and XIIII or IX and XIV. VI, VII, etc. are one and two more than five, etc., X is simply two V's with their angles touching. With the combination of these three simple signs, I, V, X all numerals from one to forty can be represented.*

*Walter H. Marx. Claimed by Vesuvius. (Wellesley Hills, Massachusetts: The Independent School Press, 1975), pages 93-94.

At seven years of age a Roman boy went on to a teacher, while the girls usually remained their mother's constant companion.

Except during school hours, Marcus was usually his father's companion. If his father were a farmer, the son helped in the fields; he learned to plow, plant, and reap. If his father followed a trade, the son learned that art at his father's side. Since Marcus' father was a man of high position in Rome, Marcus stood beside him in the atrium, the large reception hall in their home, correctly dressed, when guests and clients were received. In this way Marcus learned to know faces, names, and ranks of callers, and began early to gain some practical knowledge of politics and affairs of state. He observed and practiced the dignified and pleasant courtesy that marked a Roman gentleman.

Marcus' schoolwork began before sunrise--as did all work. The pupils, who were usually all boys, brought candles to study by until daybreak, and the ceiling of the classroom was black with smoke. Marcus was escorted to school by a slave who stayed through the sessions and saw him safely home again. The slave's duties to Marcus ended when Marcus assumed the toga, the long white draped robe of the adult male in ancient Rome.

Marcus' teacher was a slave and school was held in a taberna, a shop, amid a variety of businesses and trades. Although the teacher was a slave, Marcus and the other boys feared him, for discipline often involved whipping. Marcus' father paid about fifteen dollars a year for his education. Marcus also took occasional little presents to this teacher, who, although a slave, was a Greek of extensive education and a superb reputation. School began regularly on the twenty-fourth of March each year. Seven other boys, all Marcus' friends, attended the same school.

When Marcus was about fifteen or sixteen, he went through a ceremony in which he put on the long white draped toga Roman men wore. His father, their slaves, freedmen, clients, relatives and friends all then escorted Marcus to the Forum. The ceremony ended with a dinner party and after this time Marcus held all the rights and responsibilities of Roman citizenship; from that day forward he was a man and no longer a child.

Marcus wore a tunic, a knee-length garment rather like modernday T-shirts, which was full and belted at the waist. Under the tunic, he wore a bikini-like loincloth. Until he achieved manhood and on all but formal occasions which demanded the toga, Marcus wore the tunic. The tunic or the toga were customary, for the Romans believed that only barbarians wore trousers.

Hold me because I am a runaway.
Slave Collar.

I am called January; I am the slave of Dexter, the senate stenographer who lives in Ward Five...
Slave Collar

Food for the slaves. (1) Labourers should get 4 measures (a measure is enough to fill the average-sized bucket) of grain in the winter months, and 4 1/2 measures in summer. (2) The chief hand, the foreman and the head shepherd should get 3 measures each. (3) The chain-gang; in winter each man should get 1 1/2 kilos of bread daily (a kilo equals 2.2 pounds); from vine-digging till fig-ripening time 2 kilos daily, then back to 1 1/2 again.

Wine for the slaves. For the first 3 months after the grape-harvest, they should drink wine made from the skin and pips; in the 4th month they should get 1/3 litre (a litre equals 1.05 quarts) daily, or 10 litres altogether. In the 5th-8th months this ration should be doubled, and in the 9th-12th months they should get 1 litre daily, or 30 litres per month per man. At the December festivals of Saturnalia and Compitalia each man should get an extra 15 litres. The total wine given to each man in a year should be about 250 litres. The chain-gang should get extra, depending what work they're doing. Their annual amount should be about 320 litres per man.

Pickle and Sauce for the slaves. Keep as many windfall olives as possible, and all the ripe ones that will give only a little oil. Issue them sparingly: make them last as long as possible. When they've finished, give the slaves pickled fish and sour wine. Each man should get 1/2 litre of olive oil per month, and 1 measure of salt should last him a whole year.

Clothes. A tunic 1 1/4 metres long, and a cloak, every two years--and whenever you issue a new tunic or cloak, take back the old ones for patching. You should see that each gets a good pair of clogs every second year.

Cato, De agricultura LVI-LIX.
Tr. Roger Nichols and Kenneth McLeish.

A Postscript on First Year Latin

I. Pronunciation

After there has been a thorough review of the first four chapters, utilizing the materials in chapter five, teachers may want to introduce syllabification and accent in conjunction with or prior to the word on the second declension neuter. This could be held off, but should certainly be done before introducing the imperfect and future tenses.

Teachers should make every effort to use oral Latin as much as possible. Minimal use is reading forms and sentences to be translated aloud.

II. Latin As a Living Language

When the students have reached lessons nine or ten, having had time to assimilate the agreement of adjectives in chapter seven, let them try the "Latin Poet" activity which follows as a review of the nominative, the present tense, and the agreement of adjectives, but, more importantly, as a chance for some personal or creative use of the Latin language. That "deficit" in Latin learning often contributes negatively to motivation.

III. Roman Civilization and Culture

The student's single greatest problem, next to the assimilation of all the language "facts" and language "pieces" with which s/he is confronted, is the integration of the material. For that reason, teachers must build upon what is already in the text rather than deserting it entirely. As the Latin readings turn to the story of Aeneas, find a slide or a large picture of the statue of Laocoön and tell that part of the story to students--as enrichment or enhancement. Get hold of some of the EMC Language Teacher's Library dramatizations of the Aeneid--to further expand the student's understanding of the basic materials with which s/he is dealing. (EMC Corporation, 180 East Sixth Street, St. Paul, Minnesota). Use your own rich background in the classics to fill the "cracks" and "corners."

Be a Latin Poet!

A Mini-Lesson in Latin Composition by Lorraine A. Strasheim

If we borrow an idea proposed for modern-language students in the January 1977 issue of The Canadian Modern Language Review/La Revue canadienne des langues vivantes, YOU can be a Latin poet! All you have to know are Latin nouns, the agreement of adjectives, and the present tense. Follow these simple rules to write a five-line poem called a cinquain.

1. Write down a noun: a person, place or a thing.
2. On the line below that, write two adjectives. Separate the two adjectives by a comma.
3. On the third line, write three verbs that tell what the noun does. Separate the verbs by commas.
4. On the fourth line, write a thought about your noun. A short sentence will be quite acceptable.
5. On the fifth line, repeat the word you wrote on the first line or write down a synonym or some other related word.

Examples

Puella
pulchra, laeta
saltat, cantat, sperat.
Puellam amo.
Amica.

Juvenis
fortis, validus
exspectat, pugnat, necat.
Miles non est.
Gladiator.

Graecus
miser, tristis
laborat, sperat, exspectat.
Liber non est.
Servus.

Romanus
praeclarus, potens
venit, videt, vincit.
Julius est.
Caesar.